

## **Introduction**

### **Suggested discussion:**

We will exercise our brains during Fast ForWord. Our bodies and our brains both need to exercise to be strong and in shape. We must exercise everyday in order to see the difference and we must work hard. This will help us to listen better and to do better work in school.

We must work together to keep our room quiet and our brains exercising so that all of us get into great shape for learning. Let's talk about our rules for our Fast ForWord lab.

**#1 - We must have a quiet room**

**#2 - We must respect our peers and our equipment**

**#3 - Only take breaks between exercises**

**#4 - Raise your hand if you need help or have a question**

*Let's learn about how to do our Fast ForWord exercises so that when you come in tomorrow you will know the rules and the instructions.*

Demonstrate the exercises on a Smart Board or other projective device to make all of the directions clear and to discuss strategies for correct responses with students.

**Make it clear from the beginning that accuracy is the key, so students should listen carefully and think before responding, especially as each item will be presented only once, so listening and focus are very important. (Talk about self-talk and key word techniques to aid memory). Guesses will count against students. Also, explain that POINTS do not necessarily mean progress. Always aim for 10 correct responses in a row for quickest progress toward completion.**

## **Demonstrations**

### **Circus Sequence**

"Have you ever played the game Simon with the sounds and the lights?" (Give brief time to respond.) "This exercise is sort of like Simon in that it has two sounds - a high sound (say "Beep" in a very high voice) and a low sound (say "Bop" in a very low voice). "You will always have two sounds and the sound pairs will be high-high, low-low, high-low or low-high. Now, we are going to practice and I need you to tell me the sounds by giving me a thumbs-up for high sounds and a thumbs-down for low sounds." (Demonstrate by giving students two easy sounds like "Beep-beep" or "Bop-bop" and let them show their responses with their thumbs. Use a smart board or a common computer to run the demo of this exercise. Have the students tell you what they heard. If some students are more on target with their responses, ask them to tell the others how they heard the differences between sounds. Teach the group strategies such as:

- ☐ Hum the sounds to yourself
- ☐ Close your eyes and really listen
- ☐ What do the sounds sound like to you? (i.e. bird/frog, squeak/thump, high/low, environmental sounds, etc.)
- ☐ Have the group stand up when they hear high sounds and sit when they hear low sounds.

\*Students who are still struggling to hear the difference in sound sweeps should begin the program with the **Fast ForWord Language Basics** program if it is available in your school. Once completed, *Fast ForWord Language Basics* will increase student success in the *Fast ForWord Language* program, and fewer interventions will be needed.



### Old MacDonald's Flying Farm

"This exercise has flying animals that you have to catch and hold. While you're holding the animal, you must listen for when the sound or space between sounds is **different**. Each of you will have a turn at the computer to do this. First, we are going to practice by holding one wrist with our other hand. Hold your wrist like this (demonstrate with them) and I will say a word over and over again. When I change to a new word, I want you to let go of your wrist as quickly as you can! "Cat, cat, cat, cat, cat, **dog**." (Do it a few times, getting faster each time.) "Now, I'm going to make it harder because I'm going to use sounds instead of words. (I repeat the activity using sounds like "ga" and "va" instead of the words.) "When you do this exercise, the animal will make a sound like 'ba', 'ba', 'ba', 'ba' and then it will change to 'da'. **As soon as the sound changes**, you need to let go of the mouse or spacebar." (Begin the demos and demonstrate using the spacebar. With the next few trials, have students practice by holding and letting go of their arm for each trial.)



### Phoneme Identification

"In this exercise, when you click the turtle, it makes a sound. Listen to the sound and then click on the animal that makes the **same** sound as the turtle. To practice, you can tell me 'red' or 'blue' according to the color the animal is wearing. (Begin the demos, click on the turtle and have students indicate which animal says the same sound.) "The turtle said "va"; what other animal said the same sound?"

*\*One way to enhance listening for the same sound is to have the children close their eyes and say first or second to indicate order marking the matching sound to the stimulus sound.*



### Phonic Match

"This exercise is like the concentration game you may have played with matching pictures, but you have to match sounds instead of pictures. When you hear a sound, you want to click on the box that has the **same sound**."

(Show the first demo of four boxes and, demonstrate a left to right strategy, listening for matches. Have the students call out if they hear a match and have them tell you where it is. **"The goal is to find the matches in as few clicks as possible**, so listening and remembering where you heard a match is very important.")



*\*In this exercise, students can fail to progress when they click randomly. Progress is shown as the student demonstrates accuracy for this task. If the students are having trouble hearing matching sounds, demonstrate by targeting one sound and go through until you find its match.*

### Block Commander

Block Commander is a following directions activity. Have the students follow verbal directions to illustrate (i.e. Simon Says). "Sometimes it will get tricky and the computer will say something like, 'Touch the green circle, No! the blue square,' so you really have to listen carefully." Begin the demos and have the students repeat the directions to you. They will only hear each command once.

*\*A good strategy for students who have difficulty with 2 or more part directions is 'self-talk' and key word identification. With the group, repeat together the directions given and proceed with the task. You can highlight the key words for the students.*



### Language Comprehension Builder

"In this exercise, we will choose the correct picture to show what sentence the computer says to us. Let's do this together." Once again, repeat the sentence, highlight key words and look together for the correct picture to match the concept. Remind the students that they can only hear each presentation once, so they must "Say it to themselves to remember."



### Phonic Words

"This time the computer will give you a word and you are to click on the picture that goes with that word. It can be tricky because sometimes the words sound the same, but they are really not, so you want to listen very carefully and click on the right word."

"Let's do this together and repeat what we think we heard."

\*Once again, have students close their eyes to enhance listening skills and have them tell you whether the matching word was the first or the second one presented after the stimulus.



***Always enlist students in teaching strategies for the exercises. If all students understand the directions clearly and have strategies in place for each of the exercises, they will have more success when they begin the program on their individual computers.***